

Unit 6

The Quaid's Vision and Pakistan

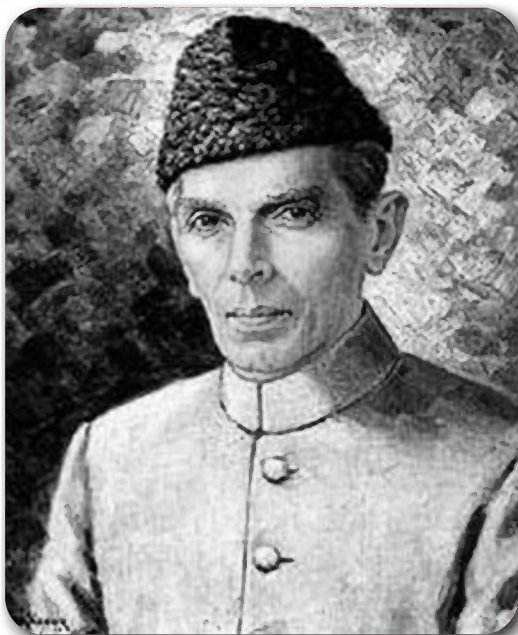
Learning Outcomes:

By the end of this unit students will:

- know about a national pride
- discuss the qualities of a good orator
- write about a personality
- learn participatory citizenship and peaceful co-existence
- illustrate use of kinds of adverb, infinitives and gerunds
- know the use of conditional sentences

Pre-reading:

- What do you infer about the text from the given title and the picture?
- Share the information you already have about Quaid-e-Azam.
- What was the Quaid's role in the freedom movement of Pakistan?



For the Teacher:

- Conduct pre-reading activities to assess the students' prior knowledge and arouse their interest in the topic.
- Explain to the students the leadership qualities of Quaid-e-Azam.
- Tell them the struggle he made for the achievement of Pakistan.

1. During the early and difficult times of Pakistan's emergence, Quaid-e-Azam Muhammad Ali Jinnah, undertook a countrywide tour. He aimed at raising people's spirit.

Why did the Quaid have to take long tours during the early days of independence?

"Do not be overwhelmed with the enormity of the task," he said in a speech at Lahore, "There are many examples in the history of young nations, building themselves up by sheer determination and force of character. You are made of sterling material and second to none. Keep up your morale. Do not be afraid of death. We should face it bravely to save the honour of Pakistan and Islam. Do your duty and have faith in Pakistan. It has come to stay."

2. The entire journey of the great leader's struggle for a separate homeland for the Muslims of the subcontinent was based on the pivot of the Muslim unity and the oneness as a nation. He talked about Pakistan in such clear terms that even a common man could understand it.

Why did the Quaid want the oneness of the whole nation?

"We are a nation," he affirmed three years before the birth of Pakistan, "with our own distinctive culture and civilization, language and literature, art and architecture, names and nomenclature, sense of values and proportion, legal laws and moral codes, customs and calendar, history and traditions, aptitude and ambitions — in short, we have our own distinctive outlook of life."

3. The ideology of Pakistan was based on the fundamental principle that the

**For the Teacher:**

- While-reading activity may be conducted to interact with the text, more while-reading questions may be asked.

Muslims are an independent nation. Any attempt to merge their national and political identity will be strongly resisted.

4. Quaid-e-Azam was a man of strong faith and belief. He firmly believed that the new emerging state of Pakistan based on the Islamic principles would reform the society as a whole. In his Eid message, September 1945, Quaid-e-Azam said, "Islam is a complete code regulating the whole Muslim society, every department of life collectively and individually."

Are we working according to the expectations of the great leader?

5. Today the Quaid's Pakistan is facing numerous challenges. We have forgotten how much struggle the Muslims had made under the dynamic leadership of Quaid-e-Azam Muhammad Ali Jinnah. We can overcome our present difficulties by following the Quaid's golden motto, "Faith, Unity and Discipline". We can make our nation strong by remembering his advice to the youth, "It is now up to you to work, work and work; and we are bound to succeed."

What is the result of neglecting the advice of the Quaid?

Theme:

The theme is the national pride and the role of the hero in the art of nation-building. Our great leader Quaid-e-Azam was profoundly concerned for his nation as well as for Pakistan. His goal was not only the achievement of Pakistan but also to stabilize the nation and the state simultaneously. For the accomplishment of this mission he undertook countrywide tours at the cost of his health. He strived for the unity of the masses and the welfare of Pakistan and its people.



For the Teacher:

- Explain to them how much he was concerned for the unity among the Muslims of the subcontinent.
- Explain to them how we can overcome our national problems by following his advice.

Glossary:

aptitude	-----	natural ability
fundamental	-----	basic or primary principle
enormity	-----	enormousness
overwhelmed	-----	affected deeply
pivot	-----	central point
numerous	-----	many
sterling	-----	of the highest quality

Oral Activity:

Discuss the following in groups.

- Why did Quaid-e-Azam ignore his ever failing health?
- Why did he wish for a complete harmony and unity among the people of Pakistan?
- What can be the outcome of ignoring the Quaid's advice?

Comprehension**A. Answer the following questions.**

- How much confidence did Quaid-e-Azam have in his nation?
- What was the Quaid's concept of our nation?
- What was the ideology of Pakistan in view of Quaid-e-Azam?
- What can be the possible solution to our present problems?
- How can we become a strong nation?

**For the Teacher:**

- Help students summarize the main points of the discussion for the benefit of the whole group.

Vocabulary**A. Encircle the option for the underlined words that relates to the text.**

1. "We are a nation," he affirmed three years before the birth of Pakistan.
a. told b. said emphatically c. broke in
2. We have our own distinctive outlook of life.
a. distinguish b. powerful c. wavering
3. Keep up your morale.
a. wealth b. fortitude c. voice
4. Do not be afraid of death.
a. attended to b. scared c. squared up
5. We should face it bravely to save the honour of Pakistan and Islam.
a. repair b. cope with c. correct

B. Consult a thesaurus and find the synonyms of the following words.

morale, voyage, ambition, nomenclature, identity, distinctive, emergence, struggle, numerous, strong, ideology

C. Write the antonyms of the following words.

confidence, honour, belief, separate, unity, political

D. Use the following idioms in sentences.

bits and pieces, man in the street, raising spirit, pass through, fall a prey

What is a denotation?

Denotation is the literal or dictionary meanings of the words. For example, the word 'snake' in a dictionary will have the denotative meaning scaly and legless. The denotation, therefore, refers to the most basic or specific meaning of a word.

What is a connotation?

Connotation, on the other hand, refers to the idea that is suggested by or associated with a word. The connotative meaning of a word exist together with the denotative meaning. The connotations for the word 'snake' could include evil or danger. It has the connotation of someone who cannot be trusted.

Connotations can be positive or negative. For example, the word 'thin' can have a positive connotation of 'smart' and a negative connotation of 'skinny'.

E. For each of the words given in the column, give one similar meaning (denotation) and one negative and positive connotation.

No.	Words	Denotative meaning	Positive connotation	Negative connotation
1.	fat	overweight	plump	obese
2.	notorious			
3.	spinster			
4.	stern			
5.	proud			
6.	shrewd			
7.	economical			
8.	fail			

Dictionary Skills

unwound

un-wound *pt, pp of UNWIND*

un-wrap /ʌnˈræp/ *verb (-pp)* [vn] to take off the paper, etc. that covers or protects sth: *Don't unwrap your present until your birthday.* **OPP** WRAP UP

un-writ-ten /ʌnˈrɪtɪn/ *adj.* 1 ~ law, rule, agreement, etc. a law, etc. that everyone knows about and accepts even though it has not been made official: *an unwritten understanding that nobody leaves before five o'clock* 2 (of a book, etc.) not yet written: *the photographs were to be included in his as yet unwritten autobiography.*

un-yield /ʌnˈjiːldr/ *adj.* **(formal)** 1 if a person is unyielding, they are not easily influenced and they are unlikely to change their mind **(SYN)** INFLEXIBLE 2 an unyielding substance or object does not bend or break when pressure is put on it

unzip /ʌnˈzɪp/ *verb (-pp-)* 1 [vn, v] if you unzip a piece of clothing, a bag, etc., or if it unzips, you open it by undoing the zip that fastens it **(OPP)** zip up 2 [vn] (computing) to return a file to its original size after it has been COMPRESSED (=made smaller) **(SYN)** DECOMPRESS **OPP** ZIP

in front of sb in authority for a judgement to be made about sth that you have done: *He came up before the local magistrate for speeding.* **up for sth** 1 on offer for sth: *The house is up for sale.* 2 being considered for sth, especially as a candidate: *Two candidates are up for elections.* 3 (informal) willing to take part in a particular activity: *We're going clubbing tonight. Are you up for it?* **up to sth** 1 as for as a particular number, level, etc.: *I can take up to four people (= but no more than four) in my car.* 2 The temperature went up to 35° C. 2 (also **up until sth**) not further or later than sth; until sth: *Read up to page 100.* 3 Up to now he's been very quiet. 3 as high or as good as sth: *Her latest book isn't up to her usual standard.* 4 (also **up to doing sth**) physically or mentally capable of sth: *He's not up to the job.* 4 I don't feel up to? 4 I'm sure he's up to no good (=doing sth bad).

prep. 1 to or in a higher position somewhere: *she climbed up the flight of steps.* 2 The village is further up the valley. 2 along or further along a road or street: *We live just up the road past the post office.* 3 towards the place where a river starts: *a cruise up the Rhine* **IDM** up and down sth in one direction and then in the opposite direction along

Entry word

Pronunciation

Opposite (Antonyms)

Adjective

Idiom

Preposition

Synonym

Past Participle

A. Identify the primary and secondary stress in the following words.

unwritten, unwrap, Abraham, president, teach, ponder



For the Teacher:

- Explain to the students the difference between the primary and secondary stress.

Grammar

Adverbs

A word that modifies the meaning of a verb, an adjective, or another adverb is called an adverb. Adverbs usually come in the following positions in a sentence.

Example: She was singing beautifully (**adverb of manner**) at a concert (**adverb of place**) last Sunday (**adverb of time**).

Infinitives

- a. You are free **to go** to your masjid.
- b. He made the people **work**.

The words given in bold have no subject. We say that **to go** is the infinitive of the verb. Sometimes "**to**" is used as in example "**a**", sometimes infinitive without **to** is used as in example "**b**".

Gerunds

A gerund is that form of the verb which ends in **-ing**, and has the function of a noun.

- a. **Painting** is a good fun.
- b. I like **painting**.
- c. My favourite hobby is **painting**.

In these sentences **painting** does the work of a noun forming the subject, object and complement.

Conditionals: Type III (unfulfilled condition)

Conditionals of this type say that something did not happen because a certain condition was not fulfilled.

Example: **Had** we paid heed to his warnings and advice, we **would not have** got entangled into petty pursuits that have brought forth only disunity and disharmony among our ranks.

A. Find the kinds of adverb in the unit.

1. Adverb of manner -----
2. Adverb of place -----
3. Adverb of time -----
4. Adverb of frequency -----
5. Adverb of degree -----

B. Write five sentences using adverbs of manner, place and time in the correct sequence.**C. Make sentences using the following verbs followed by the infinitives.**

saw, promised, wanted, began, asked, told, decided

D. Complete these phrases by adding gerunds and use them in sentences.

good at _____ accused of _____
 sad at _____ tired of _____

E. Complete the following conditionals.

1. If you had studied hard _____.
2. If you had come to me _____.
3. If I had seen him _____.

F. Write ten sentences using the past perfect tense.

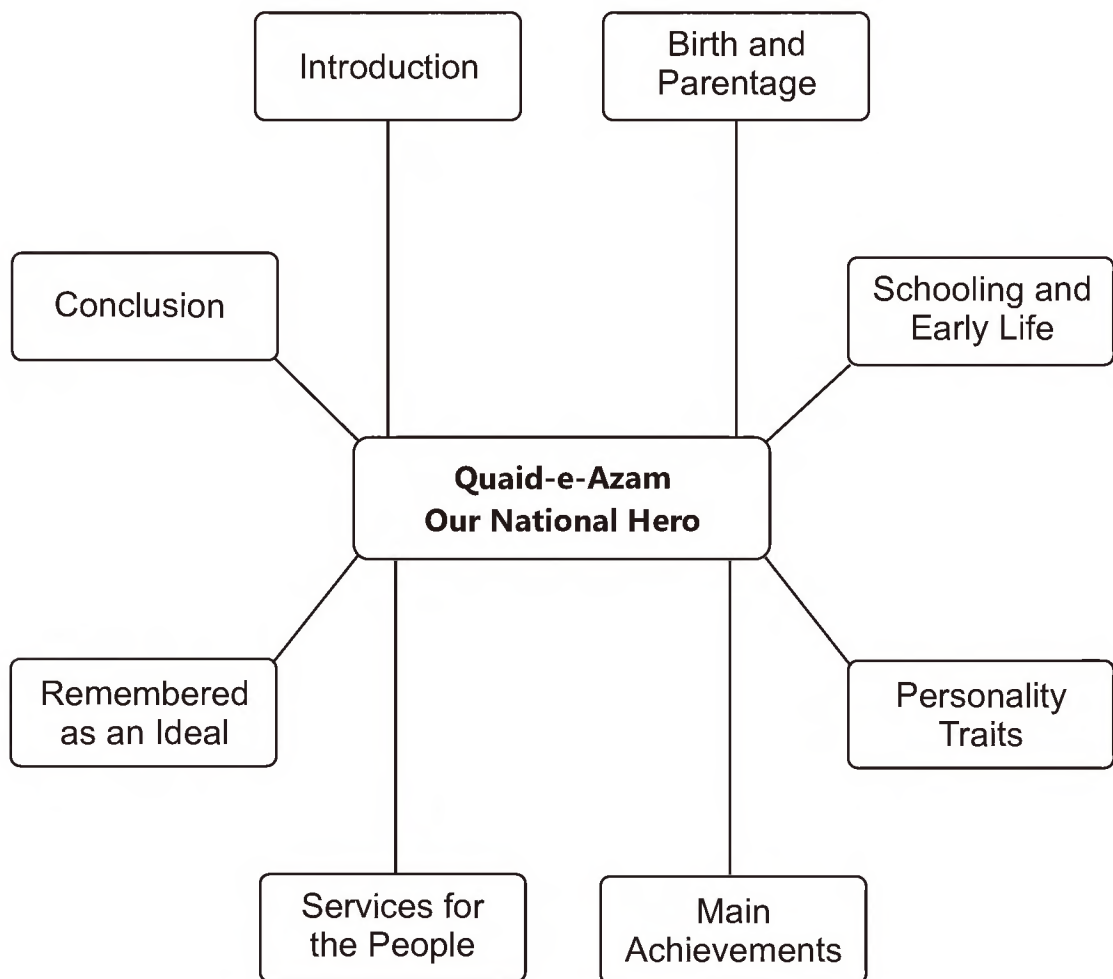
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**For the Teacher:**

- Help students recognize the structure and the use of conditionals Type III.
- Illustrate the use of past perfect tense to the students.

Writing Skills

- A. Write a paragraph on Quaid-e-Azam as a progressive and moderate democrat. (60-70 words)
- B. Write an essay on “Quaid-e-Azam – Our National Hero” with the help of following mind map.

**For the Teacher:**

- Guide students to develop a mind map to focus on the relevant points.

Oral Communication Skills

- Youngman:** Excuse me. Is there a supermarket near here?
- Policeman:** Yes. There's one near here.
- Youngman:** How shall I get there?
- Policeman:** At the traffic lights, take the left first and go straight on. It's on the left.
- Youngman:** Is it far?
- Policeman:** Not really.
- Youngman:** Thank you.
- Policeman:** Don't mention it.

**For the Teacher:**

- Help them practice the dialogue in pairs with appropriate stress and intonation.
- Illustrate the use of adverbs and kinds of adverbs.
- Illustrate the use of infinitives and infinitive phrases, gerunds and gerund phrases.